

Civic Engagement through Writing

Double Entry Anticipation Guide

Adapted from Harvey Daniels, Steven Zemelman, and Nancy Steineke. (2007). *Content Area Writing: Every Teacher's Guide*. Heinemann.

Common Core Alignment

CCSS.ELA-Literacy.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Teaching and learning purposes:

- To prepare students to read a primary text;
- To help students engage emotionally and intellectually with the content of a primary text;
- To develop the students' prior knowledge about an event that will help students read the text within the appropriate historical context.

Speech on the Challenger Disaster Ronald Reagan: January 28, 1986	
Passage from Text	My Response
We've grown used to wonders in this century. It's hard to dazzle us. But for twenty-five years the United States space program has been doing just that. We've grown used to the idea of space, and perhaps we forget that we've only just begun. We're still pioneers.	
And I want to say something to the schoolchildren of America who were watching the live coverage of the shuttle's takeoff. I know it is hard to understand, but sometimes painful things like this happen. It's all part of the process of exploration and discovery. It's all part of taking a chance and expanding man's horizons. The future doesn't belong to the fainthearted; it belongs to the brave. The Challenger crew was pulling us into the future, and we'll continue to follow them.	
I've always had great faith in and respect for our space program, and what happened today does nothing to diminish it. We don't hide our space program. We don't keep secrets and cover things up. We do it all up front and in public. That's the way freedom is, and we wouldn't change it for a minute. We'll continue our quest in space. There will be more shuttle flights and more shuttle crews and, yes, more volunteers, more civilians, more teachers in space. Nothing ends here; our hopes and our journeys continue.	

Primary source: Challenger Disaster Speech

<http://www.reagan.utexas.edu/archives/speeches/1986/12886b.htm>

Remember: This pedagogy works with almost ANY text. Experiment...especially with texts that your students have had difficulty with in the past.

Possible Variations

1. Give students, in pairs, or in groups different primary texts around the same, or related events. After completing the Anticipation Guide, they read and discuss the texts with their thinking partners, then report out to the entire class. (This is a wonderful way to differentiate instruction as a teacher can adjust the level of textual difficulty to match student needs and abilities.)
2. When choosing primary sources, remember that charts, maps, and photographs “count” as texts.
3. Double Entry Journal: Have students choose the passages to which they will respond while reading. They then respond in writing to their selected passages before discussing their responses in pairs, groups, or the whole class.

Reflection

How might you adapt this pedagogy to use with YOUR content and YOUR students?
